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ABSTRACT

The executive director of a day care center designed a project to introduce multicultural materials into the center's early childhood curriculum. The primary goal of the project was to improve the quality of the curriculum of the nationally accredited preschool by making it more culturally sensitive. Activities conducted to attain this objective included the design of age-appropriate lesson plans for teachers to use in their classrooms, distribution of letters to parents requesting their involvement, and the administration of a multicultural questionnaire to parents, teachers, and the center's director to determine if the program's curriculum had become more culturally diverse. Lesson plans were designed for units concerning self-awareness, similarities and differences, Native Americans, and Korean and Greek cultures. Evaluation data indicated that the outcomes of the intervention were positive. Teachers reported feeling comfortable with the multicultural materials. Parent participation was a positive experience for parents and children. Questionnaire data indicated an increase in the multicultural dimensions of the curriculum. Two sample unit plans are included. (RH)

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Introducing Multicultural Curricula into Early Childhood Education

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Short Title: Multicultural Curricula

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Abstract

This project was designed to introduce multicultural curricula into the existing early childhood program at a child care center. The primary goal was to improve the quality of the curriculum at this nationally accredited pre-school by making it more culturally sensitive.

The writer designed age appropriate lesson plans for teachers to use in their 2-5 year old classrooms. Units included: self-awareness, similarities and differences, Native Americans, Korean and Greek cultures. Letters requesting parent involvement were distributed to each family. A multicultural questionnaire was administered to parents, teachers, and the Director to determine if the program had become more culturally diverse in its curriculum.

The results of this study were positive. The content validity of the lesson plans was proven to be age appropriate and to meet its objectives. The teachers reported feeling comfortable with the multicultural curricula. Parent participation was a positive experience for both the adults and the children. The results of the questionnaire showed an increase in the multicultural quality of the curriculum.

Introducing Multicultural Curricula into Early Childhood Education

Description of the Community and School

The school in which this study took place is located in a suburb in the Northeastern part of the United States. It serves children from a primarily blue collar, middle classs community The school is a child care center, serving children ages 2-6 years old. Approximately 65 percent of the clients are working parents and 35 percent are homemakers. Therefore, 65 percent of our students spend a full day at the center, and the other children go home after a three-hour session. The total enrollment at the school is currently 50 students.

The facility described in this study is licensed by the State Division of Youth and Family Services. It is a non-profit, private center. It has an advisory Board of Directors, which oversees the operation of the school. The staff consists of an Executive Director, three certified teachers in Early Childhood Education and three Assistant Teachers. The philosophy of the school is that of a teacher intervention approach, with "hands on" learning. That is, the role of the teacher is one of guidance and direction, but the projects are developmentally appropriate for each age group served at the center. The staff is very proud of the fact that the center is the only one in its region certified by the Academy of the National Association for the Education of Young Children (NAEYC). The writer is the Executive Director of the Center.

Problem Description

The curriculum at the school reflects a basic early childhood program. Skills of socialization and health are taught. Basic math, language arts, science, and social studies units are planned, in an age-appropriate manner for preschoolers. In reviewing the curriculum at the school, the writer noticed that multi-cultural experiences were not being offered to these children in any capacity. The staff and the children seemed unaware of any differences in lifestyles of other people in the world. They also appeared to have little knowledge about themselves as human beings. Students entering class were aware that some children "looked different," but they did not understand why. The teachers were unprepared to address the issues of differences in people; college curriculum courses had not prepared them for cultural units. The problem was that there was a lack of age appropriate multicultural curricula for staff to use with pre-school children at our center.

Documentation of the Problem

The lack of multicultural curriculum first came to the staff's attention in January of 1986. At that time, the center applied for National Accreditation through the National Academy of Early Childhood Program. This accreditation goes beyond licensing, into quality programming for young children. The process, goals, criteria and monitoring are overseen by the Academy which is a division of the National Association for the Education of Young Children (NAEYC).

In 1986 a questionnaire was given to the parents, the staff, and the Director. A sample statement was: "Staff provide a variety of developmentally appropriate hands-on activities to develop respect for cultural diversity." We all had to rate that statement as follows: a 3 rating meant that all criteria for achieving this goal were being met at the center; a 2 rating meant that this goal was being partially met; a zero meant that the criteria were not being achieved at all. The results of this self-study process revealed a composite rating (from staff and parents) of 2.67 out of a possible 3.0; the Director's rating of the above statements average 2.33. There was enough evidence in the response to indicate to both the staff and the Academy that a lack of appropriate multicultural curricula existed at the center.

Analysis of the Causes

There were three main causes for the problem of lack of multicultural curricula at the center. One was simply that we were unaware of the issue. It was not until the center applied for National Accreditation that we realized a problem existed. No one was aware that multicultural curricula should be a part of the program.

Another cause was that the staff and parents were occupied with many aspects of the total curriculum. A teacher's day is filled with time limits and lesson plans of activities. "Even if I was aware of the problem, where could I possibly fit multicultural curricula into the schedule?" was one teacher's response.

The third cause for the lack of multicultural curricula at the center was that this area is seldom addressed in teacher training programs at the colleges. The two and four-year colleges that offer Education and Early Childhood teaching degrees may offer developmentally appropriate curricula for each age level taught. They do, of course, teach teachers how to plan lessons, and offer an overview of the expected areas of study, such as math, language arts, and science. But they seldom focus on cultural diversity, except in the discussion of holiday themes for art projects and music time. The goal of this study was to make available to the teachers the curriculum that was lacking in their training.

Relationship of the Problem to the Literature

A review of the literature made the writer aware of the fact that this problem of a lack of culturally diverse curricula was not unique to our center, nor were concerns about not being able to find the time to "fit" more curricula into the program.

Ramsey (1982) feels that multicultural education can easily be incorporated into the basic pre-school curriculum. A separate curriculum is not needed to teach children about cultural diversity. The existing curriculum can be sensitive to differences in people and can highlight the uniqueness of one's own culture. According to Ramsey, attitudes about race and social context begin in the pre-school years, therefore exposing children to the perspective of others is an important step to relating to different cultural groups. Receptivity to the idea that

people can do things in more than one way, based on their cultural and social backgrounds, will enrich the lives of children in our culturally pluralistic society.

Multicultural education is about sharing one's culture with others, according to the article in Pre-K Today (1986). It enhances children's self-concept when others can appreciate their culture. Family involvement at the center is important for creating a good multicultural environment. Holiday themes, food, music, etc., can all be made to be diverse through parental participation. Family photographs and field trips can be helpful in this area also. The article suggests that wew study the children's own families and cultures first, before expanding to the study of different societies.

A study was done at Michigan State University by Aotaki-Phenice and Kostelnick (1983) to investigate the attitudes of early childhood educators on multicultural education. The teachers felt that a positive self-identity is important to the young child. Further, they felt that children need to learn how to function in a pluralistic society. By including multicultural concepts, teachers can foster the socialization of children. Educators should teach about cultures that are not represented in the classroom, in addition to the cultures of their students. The majority of the group studied felt that children are aware of differences in other children, even at the pre-school level. The subjects also concluded that multicultural concepts should be part of early childhood teacher training courses.

Saracho and Spodek (1983) addressed the issue of teacher training programs. They write that teacher training programs prepare people to become teachers through varied experiences, designed to enhance their learning. Multicultural education, likewise, should be a part of their teacher training. It should not be taught separately, but rather as an integral part of the teacher training courses. Teachers, according to the authors, should have an accurate perception of themselves, be sensitive to children's needs, use appropriate materials, believe in the value of culturally diverse curricula, be respectful of the child's culture, and be willing to enhance a child's self-image.

As further evidence for the need for multicultural education, Morris (1983) writes: "multicultural education should be a part of the classroom in all programs for young children" (p. 77). To be most effective, teachers should have a sensitivity to and knowledge of cultural diversity. The activities should be meaningful and age appropriate for young children.

Nolte (1982) writes, "our classroom and center should be a home where our children (and our parents) above all else, learn about self-worth and human dignity." The curriculum again should be age appropriate; but it should be more than letters, colors, and shapes, the author argues. The most important element in the young child's life is people, and so a child must learn to interact, and learn about the people around him. The teacher and parent should assist the child in accepting the commonalities and differences that exist among their classmates.

The child should be made aware that we all have basic needs, regardless of our cultural backgrounds. This is not too abstract a curriculum to develop for young children. Concepts such as sharing, appreciating others and cooperation are part of a good early childhood program. Concerning colors of paint, Nolte suggests teaches make sure that black and brown paints are available to the children, not just red, white and blue. A lesson on the shades of the colors on the children's arms is suggested by the author.

Arenas (1980) recommends that those implementing a multicultural curriculum must first have an understanding of child development. In 1976, the Administration for Children, Youth and Families, a division of the U.S. Department of Human Services, contracted with the High/Scope Foundation, in Michigan, to develop Multicultural/Bilingual programs for children. The model, called Un Marco Abierto (High/Scope, 1976), is based on Piaget's developmental theory. The students are viewed as active participants in the program and are encouraged to explore the curriculum by manipulating, sensing and discovering the environment. Differences among people are recognized and valued, and the child's self-esteem and family cultural pride are highlighted. This model, Arenas notes, has been adopted by many Head Start programs today.

Dee (1980) has specific suggestions for multicultural curriculum. To enhance a child's awareness of his or her self-image, she recommends body tracings and mirrors. Dolls, a camera to photograph the children at the center, and flannel boards are also suggested to enhance a child's

self-image. The multicultural program should cut across all aspects of the curriculum. Teaching children about how they are alike and different should be included, according to Dee, and always in a positive way.

Many of the above proposals are echoed in the writings of Dancy (1983). The need to recognize differences and similarities in children in a positive manner is important to the program. The teachers should be assisted in integrating multicultural activities into established curricula. The basic common needs of all children, such as food, clothing, shelter, love and trust, should be highlighted. Parent involvement is important to any multicultural curriculum. Dancy suggests the use of a pot-lock dinner as a means of involving parents at the school. When the parent is made to feel special, so will the child. Developing a stronger, more positive self-image in each child is one of Dancy's objectives.

In summary, multicultural education should be an integral part of the pre-school curriculum. The articles reviewed above indicate that it is important for young children to feel good about themselves. Knowledge of who they are, their self-concept, can be enhanced through the study of their own families and cultures. This should be the first step, before exploring other cultures. The need to understand the heritage of others is important in our pluralistic society. By exposing children early to cultural diversity we prepare them to be open and receptive to different people and the perspective of others.

Goals and Expectations

The major goal of this study was to introduce a multicultural curriculum into the ongoing, general pre-school curriculum that already exists at the writer's center. For example, instead of just doing a cooking project, the Director expected the teacher to introduce a baking project using foods and recipes from different countries, cultures and ethnic backgrounds. Thus the expectations were that the curriculum would not be changed, but rather enhanced by these cultural flavors.

Behavior Expected

In order to introduce a multicultural curriculum into the existing program, it was necessary to involve teachers, children, the Director, and parents in its implementation. Hence, these were the specific behavioral objectives:

1. The director and teachers will write lesson plans showing the introduction of units of study for children on the topic of self-awareness, their families, their cultures. Also they will write lesson plans on the topic of how children are the same, how children are different.

2. The staff will involve parents in this project via a letter soliciting their help with information they can share about their cultural heritage. Volunteers will be asked to come to school and participate with the students.

3. The staff and parents will be able to report that the program does have a sufficient multi-cultural curriculum to warrant a 3.0 rating

on the NAEYC questionnaire, as measured on a post-test one year later (1987).

Measurement of Objectives

The measurement of the objectives of this practicum took three forms. Objective 1 was assessed via a content validity approach. The five lesson plans were reviewed by experts in the field of early childhood. These experts were asked to report in narrative form what they felt were the objectives of the lessons. The lessons should have taught about self-awareness, the family and the cultures of the students in the center. The experts should also have confirmed that it taught about how children are alike and how they are different. The goal was to have a close match between the objectives in the five lesson plans and what they proposed to teach (the content validity), as assessed by the experts in Early Childhood.

The second objective, parent involvement, was achieved by issuing letters to parents asking them to share their cultural backgrounds with the students.

The third objective was measured by a modified form of the Academy questionnaire. The questionnaire specifically asked the parents and staff of the center if they felt that the program offered multicultural experiences for the children. The expectation was an increase in the rating from a 2.67 to 3.0, using this measurement.

Discussion and Evaluation of the Solutions

The literature certainly supports the need for multicultural curricula in our increasingly pluralistic society (e.g., Ramsey, 1982, Morris, 1983, Nolte, 1982). The implementation of culturally diverse curricula fits neatly into the existing programs at the centers (Saracho & Spodek, 1983, and Dancy, 1983). Parent involvement is important to any child care program. Encouraging parents to participate and share their heritages with the children is a repeating theme in the literature (Arenas, 1980, and Dancy, 1983). A positive self-identity is enhanced through multicultural curricula, according to Nolte (1982) and Arenas (1980).

In reviewing the literature, it appears that an important component of the multicultural unit is the child's ability to accept differences in others. Attitudes about race begin in the pre-school years, according to Ramsey (1982). By exposing children to the perspective of others at pre-school level, we may help them to appreciate the cultures of diverse people. According to Piaget, the preoperational child does not have the ability to decenter, that is, to focus away from himself and to accept the viewpoint of others (Ginsburg & Opper, 1969). However, by introducing the concept of accepting differences in others as something that is positive, we prepare the child for the time when he or she can decenter. It is hoped that the child will then become less egocentric and more sociocentric.

In his experiments, John Flavell was able to relax some of Piaget's absolutes about the preoperational child being so egocentric that he could not take the viewpoints of others. Flavell was able to show that preschoolers could take the view of others in the Three Mountain Experiment (Skolnick, 1986). Therefore, under certain conditions, and certainly with age appropriate materials, young children can be receptive to the cultures of others.

The guidelines developed in the High/Scope Model, Un Marco Abierto (1976), seem to have the components necessary for a successful multicultural program. This model is bilingual, encouraging the child to speak his native tongue and English. Although a bilingual approach was not used, the goals espoused in this program, and adopted by many Head Start programs, were applied to the writer's center. The Piagetian interactionist approach used in this model is one that is encouraged in other curriculum areas already used at the center. The curriculum suggestions mentioned in the works of Dee (1980) and Dancy (1983) were also helpful.

Description and Justification for Solutions Selected

The writer designed a multicultural curriculum that the teachers at her center used with the children. Based on the prior research enumerated in this practicum, several important components were applied. The parent involvement component was an important one. By inviting the parents to the center to share their heritage, we have enhanced the self-

esteem of the family. It also expanded the teacher's role into the community.

Another aspect of the multicultural curriculum was the importance of age appropriate, developmental curricula. Hands-on learning experiences using cooking, art, music and dance, and stories as part of the ongoing program were experienced. No additional design to the structure of the day was required. Simply introducing culturally diverse materials into the general flow of the existing curriculum was the most logical way to proceed (see Appendices A and B).

It was important to first discuss the child as a unique entity, before we proceeded to the study of others. Who was this child? The child was special. The child belongs to a family. All these represented the first stage of the project. The general pre-school curriculum accepted this unit in its cooking, language arts, and music programs. Music, such as Thomas Moore's "I am Special, Just Because I'm Me" (1986) was very appropriate here.

Exploring how we, as people, are the same and how we are different was also studied. The needs of the children, their likes and dislikes, were discussed. All commonalities and differences were highlighted in a positive and supportive atmosphere.

After exploring the child as self, the program looked at other cultures. A good place to start was with the heritages of the families served by the center. Letters went home to parents asking them to share

their cultural backgrounds with us. Native Americans were introduced for the first time to the curriculum.

The following statement from the NAEYC publication entitled Developmentally Appropriate Practice (1986), served as further justification for this practicum:

> Multicultural and nonsexist experiences, materials and equipment should be provided for children of all ages. Providing a wide variety of multicultural activities helps:
>
> 1. enhance each child's self-concept and esteem;
> 2. supports the integrity of the child's family;
> 3. enhances the child's learning process;
> 4. extends experiences of children and their families to include knowledge of the ways of others, and;
> 5. enriches the lives of all participants with respectful acceptance and appreciation of differences and similarities among them.
>
> Multicultural experiences should not be limited to a celebration of holidays, and should include foods, music, families, shelter and other aspects common to all cultures (pp. 7 & 8).

Results

The goal of this study was to introduce a multicultural component into the existing pre-school curriculum at the writer's center. The first objective, in order to achieve this goal, was to write lesson plans. Appendices A and B contain sample units themes. These unit

themes were reviewed by two independent early childhood experts. As an assessment measure, they reviewed the lessons for their content validity. The validators were asked to consider two questions as they examined the lessons. Question 1: Did the content of each unit match the objective? Question 2: Is the material and format developmentally appropriate? In response to question 2, both validators concurred that the five units were developmentally appropriate for pre-school children. Further, they stated that the format of the integrated curriculum was an excellent way to present the materials.

In response to question 1, the validators felt that units 3, 4, and 5 did have positive content validity. That is, the lessons did match the objectives in teaching what they were designed to teach. However, units 1 and 2 needed clarifying. "Learning about oneself is not necessarily that same as increasing one's self-esteem," said one validator. Hence, the term self-concept was eliminated from unit 1 and the object statement clarified to focus only on the observable behaviors expected. Unit 2, the alike and different theme, implies that acceptance of differences in children will lead to acceptance of different cultures; "this cannot be assumed," wrote one validator, therefore, the term "culture" was eliminated from this objective.

The writer chose the term "lesson plans" to describe the five units of study. The second validator suggested that the material was very broad and required different terminology. Hence, "lesson plans" was

changed to "units" and in other areas of this section referred to as "themes" and "learning experiences."

The second objective, that of parent involvement, was achieved by issuing parents a letter which asked them to share their family history and cultural background with the staff. Forty-three letters were returned with information about the child's family. Fifteen parents volunteered to spend a day at the center or contribute items from their culture to the program.

The third objective was to improve the rating of the multicultural aspect of the curriculum from a 2.67 rating, obtained in 1986, to a 3.0 rating in 1987. This was measured by a 10-item questionnaire. The writer obtained permission from the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, to expand their original questionnaire. The results are shown in Table 1.

Questionnaires were given to 43 families; 25 families responded to the survey, representing a 58% response rate. Nineteen families answered all ten questions with a 3 rating, indicating that those curriculum items asked were fully met. Six participants felt that some of the program items asked were at least partially met, and rated them a 2. None of the respondents gave a 1 rating, which would have meant the item was not being achieved. The overall rating was 2.82.

Discussion

Introducing multicultural curriculum into the existing early childhood program was easier to achieve than the teachers expected. This study confirmed the work of Ramsey (1982), showing that multicultural education can easily be incorporated into the basic pre-school curriculum. The five units designed for this study followed the natural flow of the school day, using the integrated curriculum approach. The writer noticed that children as young as 2-1/2 were aware of differences between themselves and other children in their group, concurring with the research in the study by Aotaki-Phenice and Kostelnick (1983). When the theme of Korean culture was introduced at the school, the whole class was able to identify which child was born in Korea. The teacher asked the class how they knew she was from Korea. Almost in unison they said: "She looks different." Another example of a child's ability to recognize differences occurred when the teacher asked the class: "How are we the same, and how are we different?" One pre-schooler began rubbing her arm. When asked what she was doing, she could not really explain it. Instead she walked over to another child and put her arm next to the other student's arm. She then announced: "See, it's not the same." She was aware of the difference in skin color between herself and her friend. The unit on the Native American disclosed the fact that children in the 4-year-old class had already formulated stereotypes about Indians. The children were surprised to learn that Native American children go to school, just as they do. Throughout the week, the teachers played Native

Table 1

MULTICULTURAL QUESTIONNAIRE RESULTS - TOTALS

Statement #	Fully Met	Partially Met	Not Met
1	24	1	0
2	25	0	0
3	21	4	0
4	24	1	0
5	22	3	0
6	22	3	0
7	24	1	0
8	22	3	0
9	22	3	0
10	22	3	0

Total Participants: 25

Overall Rating: 2.82

Other Statistics:

43 students enrolled; 25 returned questionnaires; 58% participation. Nineteen families rated the questionnaire all 3's, meaning the criteria were fully met by the Center.

American music on the stereo during free play time. Children could be seen self-initiating Hopi Indian dances with their friends.

The highlight of the Korean culture unit for the children was the fact that Korean children sleep on the floor in their native country. This fact appeared weeks later in casual discussion with the students. At naptime, the children made the analogy between their cots being on the floor, to the Korean children sleeping on mats on the floor. The common need for sleep by all cultures was understandable to the children. Their fascination was with the fact that not everybody sleeps on a bed; some children sleep on a floor. This theme appeared in the writings of Dancy (1983) as well.

Parent participation was an enjoyable result of this study. Parents sent in costumes, food, cooking pots and utensils, books, music, etc., as a means of sharing their culture. Many parents spent a day at the center cooking and teaching the children about their culture. The aroma in the building was wonderful, because of the varied ethnic foods being cooked for snacks at the center. Parents could be seen in the resource center handling the materials before picking up their children at the end of the day. Many no longer hurried out of the building at dismissal time, instead they took the time to share the experience with their child. The children whose parents visited the school felt proud that their parents could participate. The child's adjustment to school and separation from home was improved after the parent spent a day at the center. The parents likewise seemed to feel more confident in their

choice of our school for their child. Hence, the self-esteem of the child and the family was improved through the parent participation part of the program. This theme was also reported in the writings of Arenas (1980) and Dancy (1983).

The results of the curriculum questionnaire were interesting. The writer asked the parents who responded "partially met--2" why they felt that aspect of the curriculum was not "fully met--3." Some parents were unaware, for example, that cooking projects involving foods from different countries had taken place at the center. Because the children ate the end products of these cooking lessons, the consumed "results" were not seen by the parents. The same comments were reported about the music program. Parents were unaware that their children had learned songs from different cultures, or could do a Hopi Indian dance.

This study found that the more involved a parent was at the center, during the 3-month period of implementation, the more likely the parent was to give a 3 rating on the survey. The parents who spent the least amount of time at the center, just dropping off their children and picking them up, were more apt to give a 2 rating to some of the questions.

The overall rating of 2.82 was an improvement from the 1986 rating of 2.67. The objective was to obtain a 3.0 rating on this questionnaire. It was unrealistic to expect a perfect score, however, the increased rating does reflect an improvement in the quality of the multicultural

component of the curriculum. The writer, as Director, increased the 2.33 rating to a 3.0 rating on this post-test.

This study only required a three month pilot implementation period. However, the writer has since expanded the initial five units of learning experience to additional themes for the remaining school year. Later themes highlighted minority experiences of Black and Hispanic children.

Based on the results of this research, multicultural curricula should be introduced into early childhood programs. Children are aware of differences in people, even at this young age. To prevent negative stereotyping and to enhance children's knowledge of themselves, lessons on sensitivity to cultural and racial diversity should be taught at the pre-school level.

Recommendations

One recommendation, based on the results of the questionnaire, is to issue a newsletter highlighting the multicultural events for the parents. Informing the parents, particularly the non-participants, that the children will be eating certain foods, singing songs from different countries, or learning about different cultural lifestyles, should increase the overall rating.

Another suggestion is for the colleges to offer multicultural curricula as part of their teacher-training programs.

Four final recommendations (a-d) concerning the implementation of the units designed for this practicum can be found with each theme (see Appendix A).

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Appendix A

UNIT #1: Self-Awareness: All About Me

Objective: For children to become aware of themselves, their bodies, their families, and their own culture. It is important to know oneself, before we can appreciate others.

Ages: 2 - 5 years

Procedure: a. It is recommended that the teacher use the integrated curriculum approach in presenting the below activities. That is, the theme of the day, represented by the above unit, should be incorporated in the routine of early childhood experiences at the center.

b. Establish a resource center at the school for display of pictures, photographs, models, dolls, clothing, children's projects, etc., for parents and children to see and touch. Parent participation involved in cooking, sharing costumes, books, cooking materials and recipes, dolls, music, and time at the center with their child.

c. The cultures of the families represented at the center should be highlighted first, before attempting the study of people from other cultures, ethnic groups, and races.

d. All discussions and activities of the children and their families must be promoted in a positive atmosphere, with respect and dignity for them at all times.

Activity:

Music & Movement: Thomas Moore's I am Special album "This is the Way I Sleep at Home" song. Do motion with announced parts of body.

Art & Language Arts: Make "All About Me" books

Photos sent in from home, group discussion about photos, grandparents and parents. Where do they live? Drawings by children to go with pictures.

Science: Body tracings

Body parts large puzzle (child size); identify own parts with those in the puzzle.

Math: Height Graph

Concepts of tall, taller, tallest

Appendix B

UNIT #3: Native Americans:

(The First Americans)

Objective: To study the culture of the native American people. For children and their families to share their culture with other people at the center.

Ages: 2 - 5 years

Procedure: a. It is recommended that the teacher use the integrated curriculum approach in presenting the below activities. That is, the theme of the day, represented by the above unit, should be incorporated in the routine of early childhood experiences at the center.

b. Establish a resource center at the school for display of pictures, photographs, models, dolls, clothing, children's projects, etc., for parents and children to see and touch. Parent participation involved in cooking, sharing costumes, books, cooking materials and recipes, dolls, music, and time at the center with their child.

c. The cultures of the families represented at the center should be highlighted first, before attempting the study of people from other cultures, ethnic groups, and races.

d. All discussions and activities of the children and their families must be promoted in a positive atmosphere, with respect and dignity for them at all times.

Activity:

Language Arts: What's America?

Use the term first Americans, native is too abstract.

Appreciation for the land and animals--discussion.

Counting in Mohawk language.

Social Studies: Types of Indian homes (Indian and native Americans used synonymously), "Hogans"; Tepees, etc.

Photographs of contemporary Native American families.

Native American children at play (Pueblo Indian Reservation).

Native American children at school (Head Start, Acoma, New Mexico).

Art: Make native American instruments, drums, shakers.

Make child size tepee

Cooking: Native American recipes

Movement & Music: Hopi music tapes--unique rhythms

Children play instruments--drums, shakers, bells.

Navajo and pueblo dances taught

Science: Discussion of crops, planting, seeds; have children tend gardens

Reading: The Sacred Dog, story book by and about a Native American.